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ABSTRACT

The cabin leaders for the Environmental Education Outdoor School program are selected by their high school and by the elementary school teachers of the children in their cabin. This handbook was developed to aid cabin leaders in their special role as "big brother" or "big sister" to 12 to 15 sixth graders. Not only is the handbook useful in preparing for the week-long experience, but it is very useful during the actual week of camp. Following the welcoming letter to the cabin leader, this guide contains the following sections: performance standards for cabin leaders, flow chart of responsibility, daily/weekly schedule of activities, annotated environmental education schedule, you and your cabin group, cabin leader responsibilities, daily work schedules, about your tribe, medical or emergency procedures, games guide, what to take to Outdoor School, map to site of Outdoor School, and map of Outdoor School. (AH)

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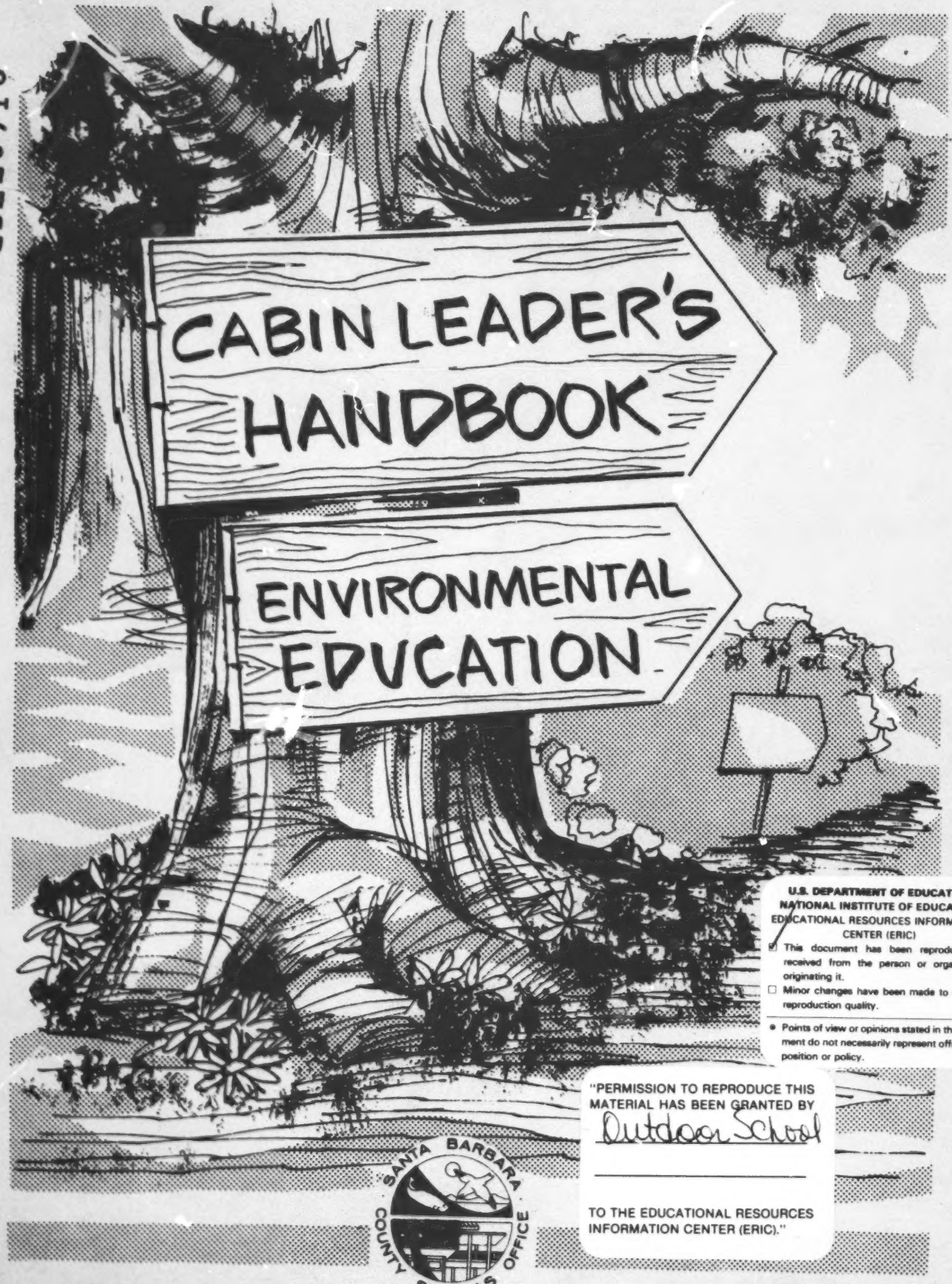

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SANTA BARBARA COUNTY SCHOOLS OFFICE

RC013894

CABIN LEADER'S HANDBOOK

ENVIRONMENTAL EDUCATION PROGRAM

JUN 1982
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SANTA BARBARA COUNTY SCHOOLS
Office of the Superintendent

Revised, June 1981

TABLE OF CONTENTS

	Page
Dear Cabin Leader	1
Performance Standards for Cabin Leaders	3
Flow Chart of Responsibility	5
Daily/Weekly Schedule of Activities	7
Annotated Environmental Education Schedule	9
You and Your Cabin Group	13
Cabin Leader Responsibilities	15
Daily Work Schedules	19
About Your Tribe	21
Medical or Emergency Procedures	23
Games Guide	25
What is Best to Take to Outdoor School	31
Map to Site of Outdoor School	33
Map of Outdoor School	35

Dear Cabin Leader:

Welcome to the Santa Barbara County Schools Environmental Education Program. You have been selected by your high school and the elementary school teachers of the children in your cabin. We appreciate your willingness to leave your regular studies and join us for this time. We hope that this week will be an exciting and rewarding one for you.

We know that you are interested in helping young people or you would not have volunteered for this experience. We also know that you will have many opportunities to help during this week. While you are with us you will be functioning as a full and important member of our staff. Like the rest of us, you will be responsible to and for other people. Your special role in our program is in the cabin, as a "big brother" or "big sister" to 12 to 15 sixth graders. Your importance and example cannot be overstressed. There are many other portions of the program that you will also be involved in as an adult.

This CABIN LEADER'S HANDBOOK has been prepared for you so that you can be prepared for your week with us. It should help you to deal with the special situations that may arise during the week in a way that will make you feel that being a cabin leader has been a successful experience that you feel good about. Please bring this handbook with you to the Outdoor School as you will need it as a reference during the week.

Your interest in this program and your willingness to serve are strongly appreciated. It promises to be one of the most rewarding and memorable weeks of your life. We, the members of the Outdoor School Staff, will do all that is possible to make that come true.

PERFORMANCE STANDARDS FOR CABIN LEADERS

The level of personal standards at the Outdoor School is the same for all who are doing supervision. Most rules that we must follow are dictated by State Law, with the rest being established by the Outdoor School or your school.

1. No supervisor or cabin leader will leave the Outdoor School without the permission of the Outdoor School Director.

2. No supervisor or cabin leader will leave the group which he is charged without another person being left in charge.

3. All cabin leaders will report back to the pre-established location upon completion of the week at Outdoor School and check in.

4. No smoking is allowed in presence of children or in cabins at any time.

5. The use of abusive or foul language is not permitted around children and is most often offensive to others.

6. The use of physical force when dealing with children is illegal and is not justified.

7. Minimum standards established by your school also apply at the Outdoor School.

The above standards were not designed to limit your effectiveness with the children but to provide for their individual differences, yet provide for their safety. We must at all times keep in sight the purpose of the Outdoor School and who it is to serve.

THE ORGANIZATION OF THE OUTDOOR SCHOOL

On the following page you will find a "Flow Chart of Responsibility" that shows the inter-relationships of all of the participants in the Outdoor School.

As you can easily see, everyone is accountable to someone, and everyone except the students is responsible for someone. Students are responsible only for themselves.

You, as a cabin leader, are most directly responsible to your village supervisor, and secondarily to the teachers and Outdoor School principal. All of these same people are responsible for you.

The activities at the Outdoor School are detailed in Schedule A for five-day weeks and Schedule B for four-day weeks (page 7) and are described in the section that follows.

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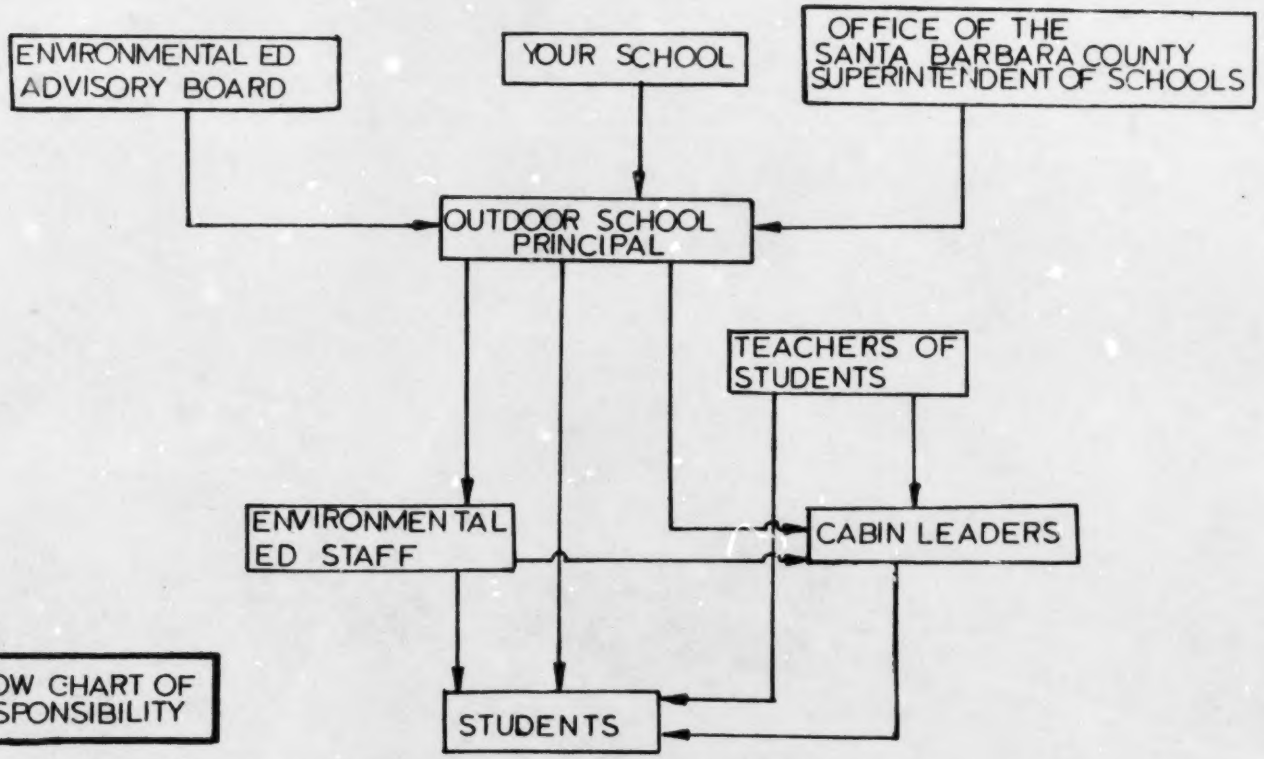

FLOW CHART OF RESPONSIBILITY

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ENVIRONMENTAL EDUCATION SCHEDULE A

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00		WAKE UP BREAKFAST clean up	WAKE UP BREAKFAST clean up	WAKE UP BREAKFAST clean up	WAKE UP PACK and CLEAN UP Village Area
9:00		Cabin & Area CLEAN UP	Cabin & Area CLEAN UP	Cabin & Area CLEAN UP	BREAKFAST HIKE with NATURALIST
10:00	ARRIVAL and ALL SCHOOL ASSEMBLY	TRAIL HIKE 2 with NATURALIST	TOWN HALL MEETING planning time TRAIL HIKE 3 with NATURALIST	TRAIL HIKE 4 with NATURALIST	QUIZ BOWL
11:00	Village and Cabin Meeting				Picnic Lunch and litter hike
12:00	LUNCH and clean up	lunch on trail sign up special act.	LUNCH and clean up	lunch on trail sign up special act.	
1:00	Settle in and get acquainted	REST TIME and Cabin Activities	REST TIME Poster Making	REST TIME and Cabin Activities	DEPARTURE
2:00	TRAIL HIKE 1 with NATURALIST	SPECIAL ACTIVITY ELECTIVE	TEACHERS MEET their CLASS MOCK OLYMPICS	SPECIAL ACTIVITY ELECTIVE	
3:00					
4:00	Snacks & Recreation	Snacks & Recreation	Snacks & Recreation	Snacks & Recreation	
5:00	SHOWERS	SHOWERS	SHOWERS	SHOWERS	
6:00	DINNER & clean up	DINNER & clean up	DINNER clean up	DINNER & clean up	
7:00	INDIAN PROGRAM (Chumash)	FOLK DANCE and Campfire	NIGHT HIKE and Campfire	TOWN HALL MEETING Campfire	
8:00	Prepare for Bed	Prepare for Bed	Prepare for Bed	Prepare for Bed	
9:00	LIGHTS OUT BED CHECK	LIGHTS OUT BED CHECK	LIGHTS OUT BED CHECK	LIGHTS OUT BED CHECK	

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ENVIRONMENTAL EDUCATION SCHEDULE B

TIME	DAY 1	DAY 2	DAY 3	DAY 4
8:00		WAKE UP BREAKFAST clean up	WAKE UP BREAKFAST clean up	WAKE UP PACK and CLEAN UP Village Area
9:00		Cabin & Area CLEAN UP	Cabin & Area CLEAN UP	BREAKFAST HIKE with NATURALIST
10:00	ARRIVAL and ALL SCHOOL ASSEMBLY	TRAIL HIKE 2 with NATURALIST	TOWN HALL MEETING planning time TRAIL HIKE 3 with NATURALIST	QUIZ BOWL or other activity
11:00	Village and Cabin Meeting	lunch on trail special activity sign up		
12:00	LUNCH clean up			PICNIC LUNCH and litter hike
1:00	Settle in and get acquainted	REST TIME and Cabin Activities	LUNCH and clean up REST TIME and poster or speech making	DEPARTURE
2:00	TRAIL HIKE 1 with NATURALIST	SPECIAL ACTIVITY ELECTIVE	SPECIAL ACTIVITY ELECTIVE	
3:00				
4:00	Snacks & Recreation	Snacks & Recreation	Snacks & Recreation	
5:00	SHOWERS	SHOWERS	SHOWERS	
6:00	DINNER & clean up	DINNER & clean up	DINNER & clean up	
7:00	FOLK DANCE &	NIGHT HIKE &	TOWN HALL MEETING &	
8:00	Campfire	Campfire	Campfire	
9:00	Prepare for Bed LIGHTS OUT BED CHECK	Prepare for Bed LIGHTS OUT BED CHECK	Prepare for Bed LIGHTS OUT BED CHECK	

ANNOTATED ENVIRONMENTAL EDUCATION SCHEDULE

TRAIL HIKES

The academic core of the environmental education program consists of four topical units, each of which is developed on a hike. Distances covered vary from one to three miles and each hike deals with a different environmental perspective. An additional night hike is provided on Wednesday.

1. Birds 'n Beasts Hike. The birds and beasts hike focuses attention on natural community structure and function. It presents concepts such as the interaction of plants and animals, and animal-animal interactions. The interdependence of all parts of the community are stressed, and some adaptations of members of the community for their niche in that community are illustrated. The primary content of this hike is to examine the BIOTIC FACTORS that interact in a natural community.

2. Elfin Forest Hike. The elfin forest hike explores three distinct plant communities at our site: chaparral, oak woodland, and ripparian or streamside communities. The focus of this hike is on the physical environment that plants are living within and the way in which this environment has fostered different species and selected for different plant adaptations. Thus, the primary focus of this hike is to evaluate the PHYSICAL FACTORS that control a natural community.

3. Off and Away Hike. The off and away hike provides a look at long term "geologic time" changes that have occurred in natural communities in our area. Factors that have massively altered the landscape such as mountain building and post glacial run-off and erosion are brought into the limelight. The fossil remnants of earlier communities are sought after. The primary purpose of this hike is to examine the nature of the long term changes that have occurred in the environment and identify factors that are presently making further gradual changes.

4. Chumash Hike. On the Chumash hike, short-term changes in the landscape that are affected by human habitation are explored. The land use philosophy and interaction of Chumash culture with natural resources is contrasted with the land-use philosophy and interaction with resources of western man. This hike explores human life style and its impact on natural resources.

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5. Night Hike. The night hike is an experience designed to acquaint students with the activities of nocturnal animals and also to allow for some star gazing. It further provides sensory experiences that are less available during the daytime and tends to strengthen group interdependence.

HIKING GROUPS

Hiking groups are composed of at least two representatives of each cabin group. They remain the same throughout the week and each group is scheduled for all of the basic hikes. Each hiking group has four different naturalists during the week. The night hike is with the same naturalist as Trail Hike 3. All cabin leaders are required to attend all night activities.

SPECIAL ACTIVITY ELECTIVES

Two periods of two hours each week are set aside for elective activites. These special activities are provided by both the environmental education staff and the participating classroom teachers. The activities are announced before lunch. Hikes leave on Tuesday and Thursday, and students sign up for them as they return from their morning hikes.

Special activities diversify the environmental education program and attempt to satisfy student interest and/or energy level. They may be related to some aspect of the science core of the program, to the arts, to campcraft or fishing and often include one longer, more taxing hike to a more distant area than is reached on other hikes.

Scheduling is flexible enough to allow for activities that may require more than two hours. Group size is also flexible but typically centers around a maximum of twelve students/group. Especially popular electives are usually offered on both Tuesday and Thursday. Others may be offered on one day or the other.

SWIMMING

During months of the year when the pool is open, swimming periods are between 1:30 and 2:00 on Tuesday and Thursday, and from 3:00 to 4:00 on Wednesday. On especially hot days, other periods may be arranged by adjusting the length of the other scheduled activities.

SPECIAL EVENTS

1. Town Hall Meeting. The town hall meeting is a student "production" that focuses attention on the controversial nature of land-use decision making. On Wednesday morning, just prior to trail hike 3, a naturalist meets with each cabin group and helps them to identify their role and stand on a land-use issue that has been briefly described to the whole school at breakfast. During cabin time, after lunch, the cabin group with their leader, develops plans for presenting their stand as the particular segment of society they represent (farmers, construction workers, environmentalists, etc.) and works on speeches and speakers. Finally, on Thursday night, the town hall meeting takes place with a naturalist as "Mayor" and the students in their respective roles. There is time for both an initial presentation and a rebuttal. Issues vary from week to week, but involve issues that are a plausable fantasy. Topics have included:

a. increasing the size of Cachuma Reservoir with a new, higher dam

b. constructing an amusement park in Tequepis Canyon

c. developing a Motocross Course for R.V.s at Cachuma Church Camp

d. control burning of Chaparral

e. reclassification of DDT to combat insects using the chaparral as a reservior for reproduction

2. Quiz Bowl. The quiz bowl is a summary and review activity that pulls together some of the key ideas presented on trail hikes. Students are asked to write questions on Thursday and then compete to answer them by cabin groups on Friday. Naturalists act as the panel of experts to determine if an answer is correct. The format used is similar to the "College Bowl" of TV fame.

3. Teachers' Meetings with their Classes. The teachers' meetings with their classes on Wednesday can be used in a variety of ways. Some teachers elect to do an activity with their classes, others use this time as a sort of "rap" or student feedback session. This is an important time because it allows the students a time to relate to the adult most familiar and most accepting of them at the Outdoor School. It can and should be a time when students focus

on some of the feelings that they have about the nature of the Outdoor School experience. Some of the activities that teachers have used are:

a. socio-drama of cabin life

b. listing ten things they enjoy and ten they don't, or open discussion by the class of the good and negative things they are feeling.

This allows the teacher to release a good deal of pent up emotions and can be helpful in identifying correctable problems in the program that week. Needless to say, if there are problems, we would like to know about them.

4. Mock Olympics. The mock olympics are an all-school competitive activity that occurs on Wednesday afternoon. During months when the pool is open, the activity will center around simple pool relays. In other months it may involve nature scavenger hunts or nature games. Competition is by cabin groups and the activity is under the guidance of the village supervisors and cabin leaders.

MODIFIED PROGRAM FOR FOUR-DAY WEEKS

1. During the four day weeks, one hike will be omitted, and staff special activities will allow for coverage of different portions of that hike.
2. The special activity on Day 3 will be 1-1/2 hours long instead of two hours long to accommodate Town Hall Meeting related activities, although the Day 2 special activity will be a normal length.
3. Program substitutions and changes will be made depending on and in reference to personnel at the Outdoor School, weather, students, teachers, etc.

YOU AND YOUR CABIN GROUP

The cabin is a living, working, playing unit that should have its own identity, pride and spirit of togetherness--helping that feeling to grow is a very major role of the cabin leader. Think of ways to help to build a family sort of feeling in your cabin.

CABIN LEADER "DO'S"

Cabin Unity

1. Learn the name and nickname of each of your students within the first 24 hours and be certain that they know your name and the name of their cabin. Friends know each other's names--make a game of it during rest hours or other times in the cabin. Elect an assistant cabin leader from the cabin to help you rotate the job.

2. In any disagreement between students, be sure that you have all facts from everyone involved before you jump to a conclusion. Each situation is NEW. Be certain that you do not fall into the pattern of "always blaming Johnny" because three other times Johnny started something.

3. Threats and promises are only as good as the capacity to back them up--be sure that you can "produce" on what you say. You can tell a student's teacher that the student is misbehaving (AND YOU SHOULD) but you can't send a student home. Maintain a perspective of the chain of command in the Flow Chart of Responsibility (page 5). Use the teacher and staff resource at your disposal.

4. Make certain that each student feels an important part of the cabin "family" and earns an equal amount of praise for his or her efforts. Praise encourages feelings of self worth, criticism usually encourages rebellion rather than improvement.

Discipline

1. Do keep horseplay on the playing fields and discourage roughhousing. The cabins are small, have concrete floors and metal bunks--injury is probable if horseplay is allowed there--so move it out of doors.

2. The only important discipline is self-discipline. You can foster this by helping students to regain control of themselves, if they get out of control. A short period of time being removed from the group tends to allow the student to regain his or her control and then rejoin the activity. Depriving a bad actor of his or her audience removes the need for acting up--and if the removal is followed by a person-to-person chat with you so that the student understands your standards, it usually discourages further episodes. If this approach doesn't work, seek help from teachers and/or your village supervisor immediately.

Communication

1. Nobody has all of the answers related to how best to achieve the sense of unity that makes cabin living a positive experience for each child but the teachers know the children better than anyone else at the Outdoor School. They do not wish to assume your role in the cabin, but they can advise you about individual students in their classes. Mature people seek help with their problems, immature ones ignore them or try to deny they exist. Do the mature thing and ask for advice or help before a cabin situation becomes unlivable for you. The Village Supervisors place special emphasis on the previous sentence.

2. Children can be sent home from the Outdoor School if they cannot adjust to it and/or become a negative influence on other students; but this option is taken rarely and requires that the teachers, Outdoor School Principal and members of the Outdoor School staff agree that it is in the best interest of everyone concerned. Preventing students from pushing themselves to the "point of no return" requires that all of the Outdoor School personnel work together and communicate freely with one another.

CABIN LEADER RESPONSIBILITIES

Each cabin has an all school responsibility almost every day. The work schedules for these activities for a 5-day week and for a 4-day week are on page 19.

Coordinate With Other Staff:

Cabin leaders are responsible for getting their cabin members from the village area to staging areas for activities ON TIME. This is especially critical for meals served in the dining hall. Following any scheduled activity with the naturalists and/or teachers, (HIKES, MEALS, SPECIAL ACTIVITIES, EVENING PROGRAMS) students will meet their cabin leaders on the field and will not go to any other area of the camp until everyone is accounted for.

Planning Activities in Cabins:

1. WEDNESDAY: Rest Hour/Cabin Time

   Preparation of posters, speeches and props for town hall meeting on Thursday night. Naturalists will meet with your cabin and describe their role in the town hall meeting and help the cabin to develop its stand. During Cabin Time on Wednesday, you will continue that activity with your cabin by making signs, posters and helping the group decide who will be its speakers and what points speakers will make.

2. THURSDAY: Rest Hour/Cabin Time

   On Friday morning the whole camp participates in a QUIZ BOWL and the QUIZ BOWL is by cabin groups. Each cabin competes to answer questions about the hikes. During Thursday's Cabin Time, your cabin will write two questions (and answers) for the QUIZ BOWL and turn them in to your village supervisor.

Cabins:

Cabin leaders are expected to be with their cabin at any time when the students are in the village area. These times include: cabin clean-up times (8:30 A.M. to 9:00/9:30 A.M.); rest time 12:30/1:00 to 2:00 P.M.); showers (5:00 to 5:45 P.M.) and from 8:30 P.M. each night until breakfast (8:00 A.M.) the next morning.

Dining Hall:

Each cabin is responsible for setting the tables and cleaning up the dining hall after 1 meal during the week. The schedule for this activity is on page 19 of this manual. During this activity, the cabin leader gets his group going according to directions from the Cook's Helper and checks tables to see that they are properly set and supplied with food. Following the meal, the cabin leader helps to scrape plates and washes the dishes with some members of the cabin.

During the meal, the cabin leaders sit at the head of the table and should set an example of good table manners. The tone of your table is your responsibility--do not hesitate to speak to youngsters who are not behaving reasonably. Attempt to encourage a social but not raucous atmosphere at your table. If one or more students are particularly disruptive, a teacher or the principal teacher should be informed and will make an appropriate adjustment in the student's behavior.

Hikes:

Cabin Leaders will be asked to sign up for a certain number of hikes during the week and will be expected to be present for them. They function as the second adult in the hiking group, bringing up the rear and keeping the hiking group together. If a student should have to return to the camp from a hike, the cabin leader will return with the student. During hiking times when the cabin leaders are not signed up for a hike, they have free time but they MUST remain within the boundaries of the Outdoor School site.

Evening Programs: *

Each evening between 7:15 and 8:30 the students are scheduled for evening programs. These are educational/recreational programs that you will probably wish to be involved in anyway, but we would like you to plan to attend them.

MONDAY = INDIAN - Film and speaker
TUESDAY = FOLK DANCE
WEDNESDAY = NIGHT HIKE
THURSDAY = TOWN HALL MEETING

* On Tuesday, during folk dancing, Cabin Leaders will meet with teachers and Outdoor School Staff to go over any problems they may be having with their cabins.

Recreation Time:

A "free play" period is scheduled between 4 - 5:00 each day. During this time cabin leaders and village supervisors are responsible for organizing games (SEE GAME GUIDE). On WEDNESDAY from 3 - 4:00, an all camp recreational program will be planned by the village supervisors--and you will be responsible for helping them supervise the activities. (See "Mock Olympics" on Daily/Weekly Schedule, page 7)

Night Supervision:

Cabin leaders are not to leave the village area between 8:30 p.m. and the following morning except in the case of (1) EMERGENCY ILLNESS or INJURY involving themselves or their students (2) by pre-arrangement with the village supervisor for the purpose of studying. Cabin leaders should be IN their cabins until the cabin is quiet, and then may leave for an evening snack which will be brought to th village area by the village supervisor. Children settle down most readily when their cabin leader is in the cabin with them.

Free Time:

Cabin leaders have free time on TUESDAY and THURSDAY afternoons (2 - 4) during special activities, and WEDNESDAY afternoon from 2 - 3:00 during the time when teachers meet with their classes--additionally--when you are not signed up for a TRAIL HIKE, your time is your own. Arrangements between your teachers and Outdoor School staff may allow supervised help and instruction for credit while you are with us.

Subject to Variation

WORK SCHEDULE A

ASSIGNMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST SET-UP AND CLEAN-UP		BARBARENO	WASHO	WAPO	
LUNCH SET-UP AND CLEAN-UP	YUKI		CHUMASH		
DINNER SET-UP AND CLEAN-UP	SHOSHONE	YUROK	CHUMASH	YNEZENO	
RESTROOM CLEAN-UP Boys Area		YNEZENO	SHOSHONE	CHUMASH	YUROK
RESTROOM CLEAN-UP Girls Area		WAPO	BARBARENO	YUKI	WASHO
LODGE CLEAN-UP		WASHO	YUROK	BARBARENO	
CAMPFIRE AREA CLEAN-UP and Gather Firewood		CHUMASH	WAPO	WASHO	
POOL RESTROOM CLEAN-UP		SHOSHONE	YUKI	YUROK	

WORK SCHEDULE B

ASSIGNMENT	DAY 1	DAY 2	DAY 3	DAY 4
BREAKFAST SET-UP AND CLEAN-UP		BARBARENO	WAPO	
LUNCH SET-UP AND CLEAN-UP	YUKI	WASHO	CHUMASH	
DINNER SET-UP AND CLEAN-UP	SHOSHONE	YUROK	YNEZENO	
RESTROOM CLEAN-UP Boys Area		YNEZENO	SHOSHONE	CHUMASH
RESTROOM CLEAN-UP Girls Area		WAPO	BARBARENO	YUKI
LODGE CLEAN-UP		YUKI	YUROK	WAPO
CAMPFIRE AREA CLEAN-UP and Gather Firewood		CHUMASH	WASHO	WASHO
POOL RESTROOM CLEAN-UP		SHOSHONE	YUKI	

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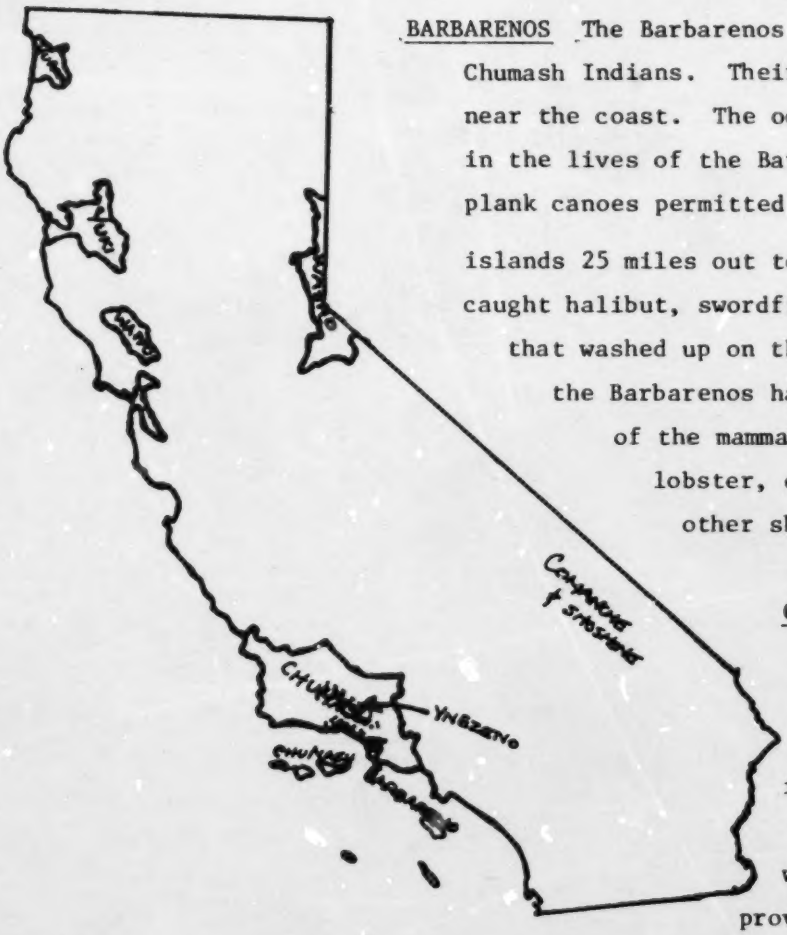
ABOUT YOUR TRIBE
(prepared by KAREN ENOS)



BARBARENOS The Barbarenos are a sub-tribe of the Chumash Indians. Their villages were located near the coast. The ocean was very important in the lives of the Barbarenos. Their wood plank canoes permitted them to travel to the islands 25 miles out to sea. The Barbarenos caught halibut, swordfish and shark. A whale that washed up on the beach was a treat, as the Barbarenos had a use for every part of the mammal's body. They also gathered lobster, crab, abalone, clams and other shellfish along the shore.

CHUMASH The Chumash tribe lived in the area from San Luis Obispo to Malibu Canyon, along the coast and inland to the Carrizo Plains. Finding food for the Chumash was not a problem. The ocean provided the Chumash with crab, abalone, lobster, whale, swordfish, and clams - to name a few. The mountain areas provided deer, rabbit, bear, acorns and berries. The earth was good to the Chumash and because of this the Chumash tribe was very successful. Some of their largest villages were located at Pt. Mugu and in Santa Barbara. The Chumash are remembered for their fine basket work. They also built wood plank canoes and were expert fishermen and navigators.

WAPPO The Wappo Indians are a sub-tribe of the Yuki Indians. They lived in the area of California north of what is now known as Sonoma and Napa counties. Their culture was fairly similar to that of the Yukis. Many major Indian tribes in California are broken down into sub-tribes due to differences in language.

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ABOUT YOUR TRIBE (Continued)

WASHO The Washo tribe lived in the mountain area around Lake Tahoe. These people hunted for bear, deer and rabbits. They fished for trout in the rivers and streams of their homeland. Seeds, nuts and berries were also abundant. The Washos had to make warm bear cloaks and build shelters to protect themselves from the cold winter weather. Also, many villages would move to lower elevations to escape the harsh winter. Washo County on the east side of Lake Tahoe is named for the people that once called the Sierra Navada Mountains their home.

YNEZENO The Ynezenos are a sub-tribe of the Chumash Indians. They lived throughout the hills and flatlands of the Santa Ynez Valley. In fact, an old village site lies ¼ mile from the Outdoor School. It is now covered by the waters of Lake Cachuma. This village was built by the Santa Ynez River, which still flows today below the Lake Cachuma Dam. The Ynezenos would fish for trout and salmon that would swim up river from the ocean, and gather acorns and other wild fruits and berries from the surrounding hillside.

YUKI The Yuki Indian is a northern California tribe that lived along the Eel River, in the Coast Range mountains. Like other California tribes their diet consisted mostly of food they hunted or gathered, such as: deer, bear, and acorns. The Eel River provided them with plenty of salmon and trout. The Yuki home, as with most California Indian tribes, was a permanent structure. It was the Indian tribes of the plains that lived in tepees, continually moving to follow migrating game.

YUROK The Yurok Indians lived in northwestern California along the Klamath River, and along the Pacific coast. The Yuroks would navigate these waters in a canoe made of a split redwood tree. They ate fish, whale, sea lion, deer and acorns, among other things. The Yuroks are remembered for their fine craftsmanship in making baskets, wikiups (their homes) and tools. Their work was very detailed and they spent much time on their projects.

COMANCHE AND SHOSHONE The Comanche and Shoshone tribes shared the desert region of southern California (Death Valley and the Anzo-Borrego Desert). Their territory covered a large area because food was not easy to find compared to other, wetter areas of California. These Indians fed on the fruit of cactus, seeds of desert plants and by hunting for desert animals. If they could not find food or water in one area, they would pack their few belongings and move to another area. The Comanches and Shoshone lived in shelters and caves formed by fallen rocks in canyons.

MEDICAL OR EMERGENCY PROCEDURES

A. Injury or Illness

1. Evaluate each activity that you are going to undertake for safety consequences before you start.

2. If a student is injured or becomes ill during the time when he/she is under your supervision either bring the student directly to a first aid station (camp office or lodge) or send another cabin leader for help from teachers or the Outdoor School Director. If you bring the student yourself, leave the rest of the group in the charge of another cabin leader, with the assistant cabin leaders helping to keep the group together. In any emergency, stay calm and reassure both the injured/sick student and the others in your cabin. At night always use the lodge as a first aid station and waken the village supervisor at the staff trailer. That person will notify the Outdoor School Director. You will be instructed as to the use of the emergency phone system.

3. For legal reasons, you should not give the first aid with the exception of when mouth-mouth resuscitation is required. In addition, always send someone for help.

B. Lost Child

1. Children are not at anytime allowed to leave their group or take hikes, etc., without a leader; never leave your group unattended.

2. Do not send other students looking for a lost child.

3. Leave a well-defined marker at the last location that you communicated with the lost individual.

4. Report the loss of any child as soon as possible. (An average person walks between one and one and a half miles per hour, so time does count; one-half hour would make a huge difference in this county.)

C. Homesickness

Many students at the Outdoor School have not spent a night away from their family before and very few students have spent 4 nights with a group of nearly total strangers. This combination of factors can lead to homesickness, and homesickness can become a physical as well as an emotional discomfort. Time and involvement are the only known "cures" for this ailment but there are some distinct ways to keep the condition from becoming terribly serious. Sympathy alone sometimes helps, but more often sympathy combined with positive direction works best. As a cabin leader you need to encourage the student to be actively involved with others, and keeping your cabin active prevents the time lag that allows homesickness to develop from occurring. Busy, happy people don't get homesick very often, but students who feel left out and unaccepted by their cabin or cabin leader typically do.

Under no circumstances can you give a student permission to call home. Let your village supervisor know about the problem if it lasts, and also tell the teacher. Both of these people will counsel with the student. As a last resort, the student will be allowed to call home, but only after dinner and only after parents have been notified to expect the call.

GAMES GUIDE

OUTDOOR RECREATION ON THE FIELD

Prepared by Melissa Gill and Robert Cook

1. Caterpillar Relay

Equipment: none

Number of players: any number divided up into relay teams.

Rules: The first man in each team puts his hands on the floor. Each man in back of him bends down and grasps the ankles of the man in front of him. At the starting signal, each team moves forward to a point 40-60 feet away and back to the starting line. The first team to completely cross the starting line, while retaining an unbroken line, is the winner. As a variation, the teams divide into pairs which proceed as above, one pair at a time.

OTHER SUGGESTIONS

Red Rover, Red Rover----Capture the Flag----Baseball----Football
Kick Ball----Soccer---- Volleyball----Crazy Ball.

2. Tag Games

a. Snatch the Handkerchief

Rules: Two teams line up. Place a handkerchief in the middle between the two teams. Give each player a number. The leader calls a number and the two players with that number go after the handkerchief. The player not successful in getting handkerchief chases opponent back trying to tag him. One point for each player returned to his line with handkerchief without being tagged.

b. Hindu Tag

Rules: One player is "It" and chases about trying to tag anyone who is not in a safe position--i.e., in a kneeling position with forehead on the ground. Players shouldn't remain in one spot but should move around freely.

c. Soccer Tag

Rules: Scatter within a limited area. "It" kicks the ball gently around trying to hit someone with it. Anyone touched by the ball is "It." The ball may not be kicked higher than the chest and may not be touched with the hands.

3. Hug Tag

Equipment: one or two Frisbees

This variation on the classical tag is a perfect example of how you can turn an old game into a new one. Play by whatever

rules you're used to but with one exception--the only time a player is safe is when he's hugging another player. (No fair for adults to carry small children around under their arms.) After playing for awhile, make the game a little more communal--rule that only three people hugging are safe. Then try four, five...everyone.

4. Killer

Number of people: party

First have everyone shut their eyes, while one person from the outside chooses the killer. Then everyone opens their eyes and starts milling about the other players. You must stare at the other players while milling. The killer will attack his victims by winking secretly at each player. If a player should see the killer wink at someone he should immediately call out "I accuse." If another player seconds his call, the whole group stops. They count to three, 1..2..3. and the two accusing point to the person they think is the killer. If they both point to the same person, the killer is out, and you start again. If they choose two different people the two accusers are then considered DEAD. And the killer moves on. If the killer should get everyone out (or dead) then he is the winner. If you are dead, act as if you're dying--ham it up.

5. Red Handed

Here's a legitimate chance to see how sneaky you can be. And the only consequence if you get caught is having to catch someone who might be even sneakier.
Everyone forms a small circle, and one person, chosen as "It" stands in the middle. While "It" closes her eyes, the other players pass a small object (like a stone or stick) from person to person. The The sneakiest method of passing is to hold the stone in one fist, palm down, and drop it into the palm-up hand or the next person. Then he passes it from one fist to the other and on. "It" signals and opens her eyes. Who among all these innocent-looking people has the marble? If she detects a suspicious look on someone's face, she walks up and taps one of his fists. If he is empty-handed, she moves on. Meanwhile, everyone has been passing the stone around, virtually under "Its" nose. (Fake passes, as decoys, by people who don't have the stone are an integral part of the game.) If you have the stone and "It" catches your eyes, she may soon catch more than that unless you can pull a good angel face. If she sees through that to the sneaky devil beneath, you've been caught "RED-HANDED". Congratulations! You're the new "It".

6. Circle Stride Ball

Equipment: Any large ball

Number of players: Any number

Rules: Players stand with feet wide apart in a circle. "It" stands in center of circle with the ball and attempts to throw the ball through the spread legs of someone. Players must keep their hands on their knees until the ball leaves "Its" hands.

7. Cat and Rat

Equipment: None

Numbers of Players: Any number

Rules: Arrange players in a circle. Select one player to be the cat ("It") and another the rat. The cat and the rat should be placed at opposite sides of the circle. At a given signal, the cat chases the rat. The rat may run through any of the openings between the players, (players should stand at least one arm's length away) thereafter, the opening becomes closed to the rat. To close the hole, the the players join hands or put their hands on each others shoulders, thus closing the opening. The cat may run through the closed holes. The game continues until the rat is caught. The new players are then chosen and the game continues.

8. Midnight

Equipment: None

Number of players: Any number.

Rules: One player is the fox. All others are sheep. The fox has a den in one corner of the playing area. At the opposite end is the sheep fold. The fox leaves his den and the sheep come to meet him. One sheep says, "What time is it? If the fox answers, 1:00, 4:00, etc., the sheep are safe. Should the fox answer, "midnight", the the sheep must run to the sheep fold, the fox chasing them. All caught help to catch the remaining sheep.

INDOOR GAMES TO BE PLAYED IN THE CABIN

1. Nature--10 Questions

The "20 Questions" or "What's My Line?" game of TV. Campers take turns thinking of something in nature they have seen at camp. Whisper it to the counselor.

The others ask questions - to be answered yes or no.

After each question, the questioner gets one guess about what it is.

Take turns - until everyone has 2 turns or until it has been guessed.

2. 2 Boxes of Favorites - Mountain Box - City Box

Counselor says he/she has two imaginary boxes for campers' favorites. A mountain or nature box on the left - city box on the right. (You may have them come up to put the items into boxes formed by your arms.)

Ask campers in turn to tell "my favorite sport in the city" (put in the city box) and "my favorite sport in the mountains or woods." (Put in nature box.) Use the same to choose favorite food, evening entertainment, fun, voice, smell, time of day, person, place to go.

3. Tree Interview

Campers make believe that each is one of the oldest trees in camp--probably over 1000 years old.
The counselor interviews them about what they have seen, experienced, hoped, wish people would do or not do, fears, likes, etc. Interview as a group.

Other suggestions:

Heads down, thumbs up.

Rock, Pepper, Scissors.

Cards.

4. Concentration with Signals

Have everyone sit in a circle.
Ask each camper to show what signal they would like to represent them. (Funny look, hand movement, noise, etc...)
Keep the pace at which they have exchanged signals by clapping their hands, then slapping their knees, then clapping their hands, etc.
Counselor start with your signal on the first clap and one of the student's on the second hand clap.
The student answers with his/her signal on the third hand clap and someone else's signal on the 4th hand clap.
Keep the beat until someone misses, he/she is then OUT.

CONTINUE AS LONG AS YOU CAN.

5. Stand - Off

Equipment: yourselves.

Number of players: two

To play the game, two players stand face-to-face on a level surface at one arm's length. (If one player's arms are shorter than the other's, split the difference.) The feet of each player must be side-by-side, smack together. The players present their hands with palms facing their partners. The object of Stand-Off is to cause your partner to lose balance, making contact with your hands only. If your partner moves one or both feet while you retain your stance, you get one point. If he lunges forward and wraps himself around you in an impromptu ABRAZZO, that's also a point for you. If both of you lose balance, then neither gets a point. The game is won by the player who scores two out of three points.

6. Aura

No equipment needed.
Number of players: two

Here's a one-on-one contest that's highly cooperative. You can't get it alone, but you can get it together. Stand facing your partner at arm's length. Touch palms and close your eyes. Now feel the energy you are creating together. Keeping your eyes closed, drop your hands and both turn around in place three times. Without opening your eyes, try to relocate your hands using your body's heat and energy.

7. Schmerltz

To make your Schmerltz at camp, get a long sock, as lightweight as possible. Then find an oak gall from an oak tree, and put it inside of the sock. Be sure to tie the oak gall into the sock securely. Now take it to the recreation field and start tossing. The official Schmerltz toss is made by holding the end of the sock, twirling the Schmerltz around underhand a few times, and letting it sail when you've reached full velocity. With a bit of practice, you'll be able to send it flying to your partner, streaming like a comet. The only acceptable way to catch a Schmerltz is to grab it out of the air, one-handed by the tail only. You'll probably have to work on your catch, but once you have it down, you'll marvel at being able to snag what seems to be nothing more than the shadow of the leading ball.

WHAT IS BEST TO TAKE TO OUTDOOR SCHOOL

Essential Items

Wristwatch for Cabin Leaders
Blankets, three; or one sleeping bag and two blankets
Towels, two
Wash cloth
Toothbrush
Tube of toothpaste
Bar of soap
Comb
Tissue
Flashlight
Heavy jacket or coat
Sweater
Shoes, two pairs if at all possible - one pair should be tennis shoes
"T" shirts or regular shirts
Undershirts
Underpants
Socks
Cap or scarf
Sleeping garment
Handkerchiefs
Tough trousers (jeans-levis) (two pair)
Lip ice
Swim suit
Sandals or flip-flops
Rain gear (January - April)

Please do not feel that these articles of clothing must be new. Old clothes will be ideal. We do stress cleanliness so it will be necessary to take enough to allow for changes.

The following items may be taken, but are not required:

Books
Camera and film
Musical instrument
Pillow and pillow cases
Insect repellant (no spray cans)
Compass
Hand lotion
Hair brush
Fishing gear
bathing cap for girls
extra pants & shoes

The following items are NOT to be taken to camp:

Knives
Radios
Gum, candy or other munchies
Money
Hatchets
Firearms (guns)
Mess kits
Electronic games

Any medications that a Cabin Leader takes should be turned in at the infirmary and not be kept in the cabin.

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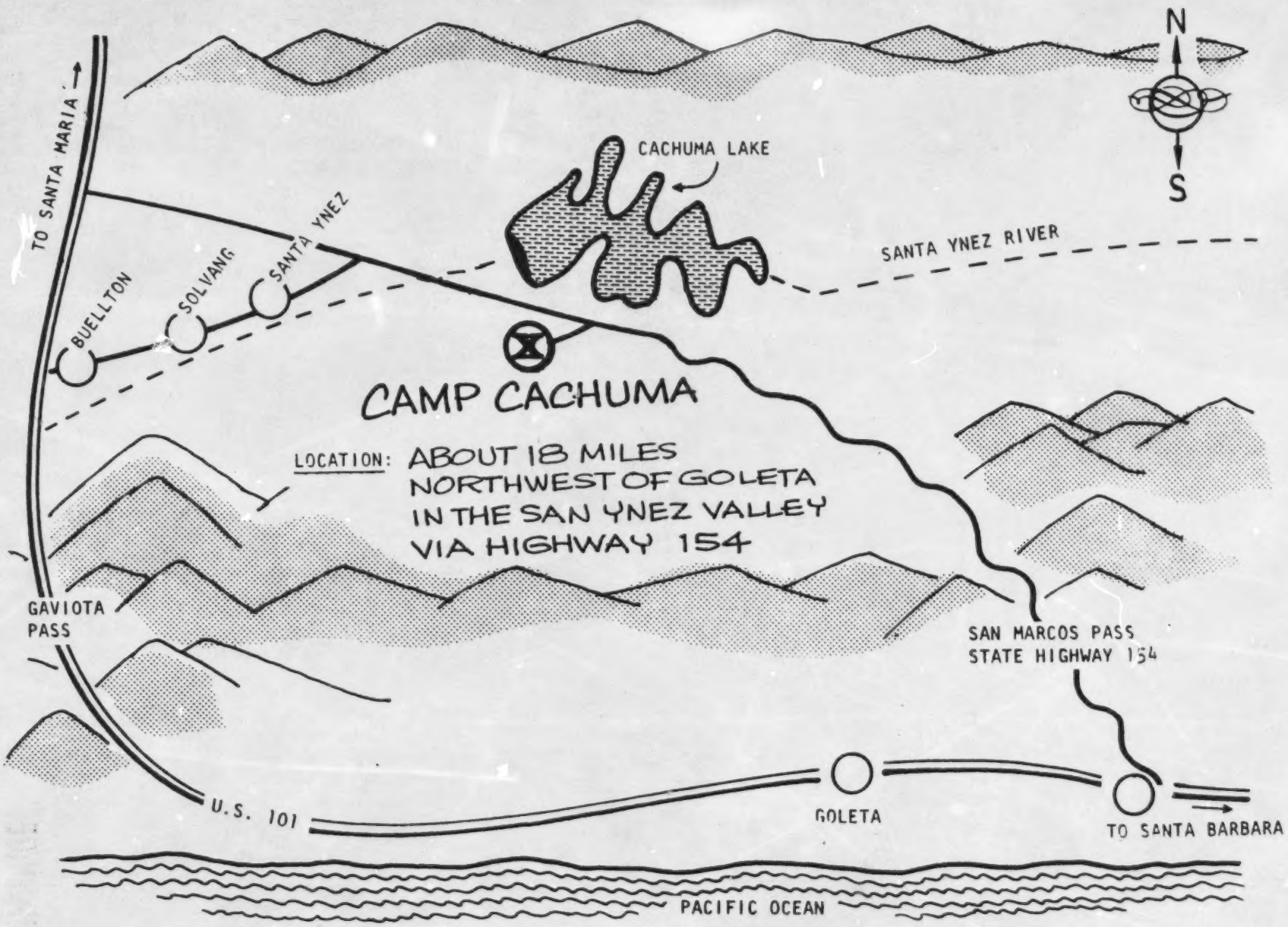

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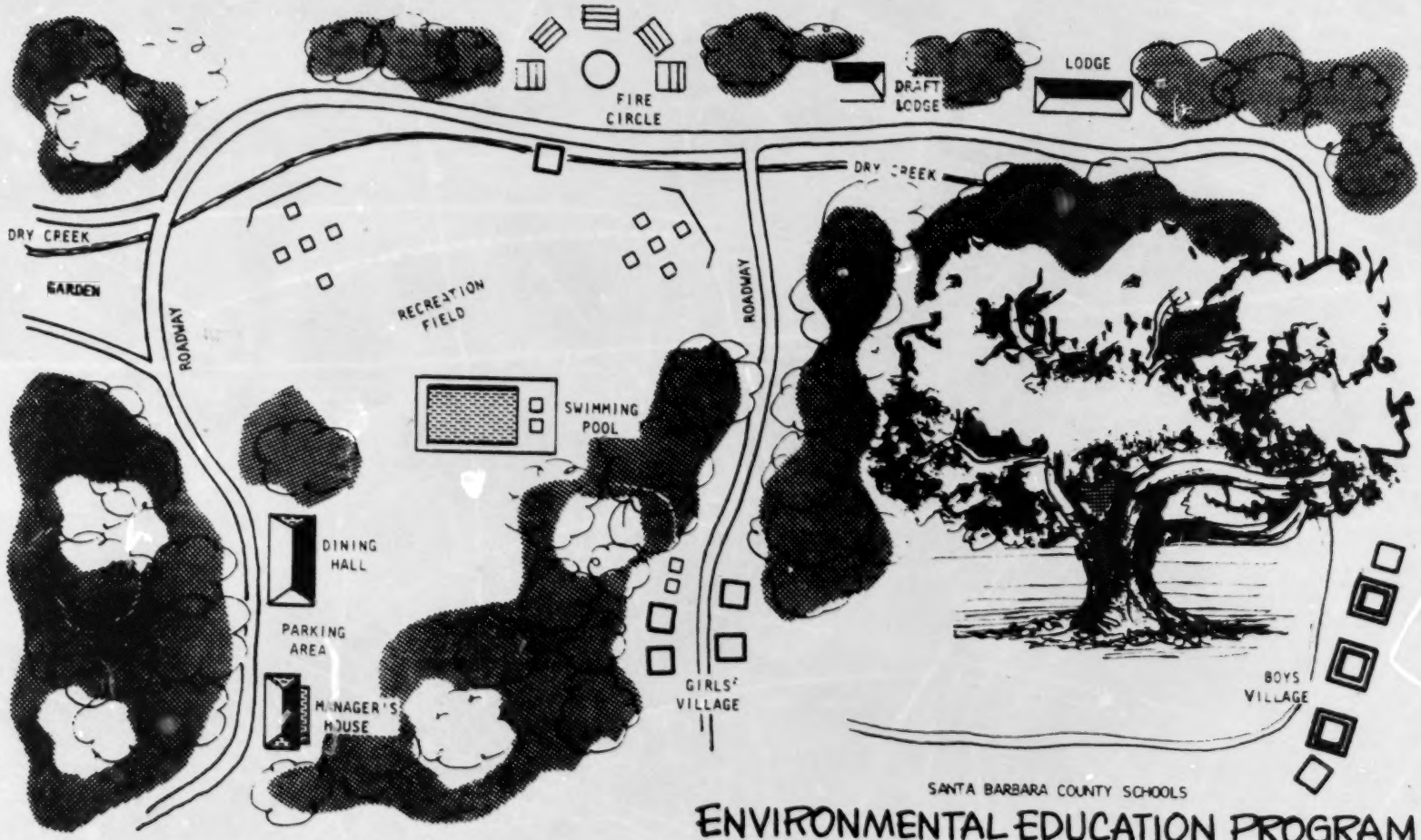

CACHUMA CHURCH CAMP

SANTA BARBARA COUNTY SCHOOLS

ENVIRONMENTAL EDUCATION PROGRAM

"...education in, about, and for the outdoors."

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